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AUTHOR Magolda, Marcia B. Baxter, Ed.  
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## ABSTRACT

This volume offers an alternative diagnosis of the expectations gap that exists between students and professors. Professors' expectations often go far beyond students' assumptions about the nature of knowledge. It is not what students think but rather how they think that is important in the learning process. How students make meaning mediates how they learn. It introduces the multiple dimensions of meaning-making that affect learning. The chapters are: chapter 1, "Meaning-Making in the Learning and Teaching Process" (Michael Ignelzi); chapter 2, "Learning To Make Reflective Judgments" (Patricia M. King); chapter 3, "Toward a More Connected Vision of Higher Education" (Blythe McVicker Clinchy); chapter 4, "Democratic Citizenship and Service Learning: Advancing the Caring Self" (Robert A. Rhoads); chapter 5, "Creating a Culturally Responsive Learning Environment for African American Students" (Mary F. Howard-Hamilton); chapter Six, "Identity Development of High-Ability Black Collegians" (Sharon Fries-Britt); chapter 7, "Expressing Cultural Identity in the Learning Community: Opportunities and Challenges" (Anna M. Ortiz); chapter 8, "Creating a Positive Learning Environment for Gay, Lesbian, and Bisexual Students" (Nancy J. Evans); and chapter 9, "Teaching To Promote Holistic Learning and Development" (Marcia B. Baxter Magolda). Each chapter contains references.  
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